

AIAN Reevaluation Webcast

Robert Bialas: Good morning, good afternoon, all. My name is Bob Bialas, I am the regional program manager for Region XI, the AIAN branch or program in Office of Head Start. And I'm here with Adia Brown. And, Adia, would you like to introduce yourself?

Adia Brown: Hi, everybody. I'm glad to be here with Bob.

[Laughter]

Adia: It's going to be fun.

Robert: I know you all just heard Adia just a few minutes ago in her other presentation with Ross. And we're here, as you heard, to talk about the reevaluation process for FY2014, for the programs that are in DRS. And just to give you all just a little bit of background, in Region XI, we have 150 programs total. We serve approximately 23,000 children and families in 26 states. And as you all know-- especially the individuals that are on the, on the broadcast today-- we have 49 programs that are in DRS. And so, what we'd like to do is kind of talk a little bit just about the agenda, and then, get into the federal requirements for the reevaluation. So today we're going to cover the federal requirements, the AIAN reevaluation process and overview, the reevaluation process logistics, the protocol that's the overview, and then also, the grantee support for the reevaluation process, and then also, the reevaluation letters. So, Adia, would like to just quickly talk about this, this slide a little bit?

Adia: Sure, you know what, Bob? Reevaluation is a process that grantees are, you know, often wondering, "Okay, why do we need to do this?" And so, the reason why we need to do the reevaluation is because, basically, 1307 tells us under designation renewal that we need to think about reevaluation. It's only applicable to AIAN grantees. And we have a system that we have developed for all the candidates who are in the process that we think is going to be pretty good and very exciting. Robert: All right, very good. Well, you know, we talked a lot this past year-- really, last October we started talking with you all regarding the entire process for DRS. And just some of the--I want to just cover just a little bit of a overview of what we've accomplished this past year. You know, you all have received your determination letters, either in October of 2013--no 2012, or January of 2013. And so, cohort one, cohort two. And so, that was your determination letter. And then, we started the government-to-government consultations, Adia. And basically, what that consisted of is either Ann Linehan, Yvette, myself having conversations with our tribal leadership to respect and honor the government-to-government relationships. And so we had ongoing conversations with tribal leadership, with the programs. And, really, we talked about that entire process. We talked about the plan to improve quality. We've talked about the enhanced T/TA and then, also, about the reevaluation process. And so, all of you have gone through the consultation piece. You've gone through the implementation and also signing the plans to improve quality. So not only Yvette has signed the plans but also, the tribal leadership has signed the plans. And now, for the first cohort, we're starting the reevaluation process. And that's what we're really going to start covering today. Adia: Yeah, I think so. And, you know, for that reevaluation

process, what we're going to be thinking about, or what we're actually going to be doing is a targeted on-site monitoring review. Bob, I know you've been talking to people about this and telling folks that it's, it's going to be a targeted review all the way up until this point. So it is. It's going to be a defin--targeted review. We have just posted the reevaluation tool on ECLKC, so you can find it there. And what that reevaluation tool really looks at is anything that could be a potential deficiency. Because that's one of the conditions--one of the conditions of Designation Renewal, school readiness, and the CLASS observations.

Robert: Right. And with, with CLASS, Adia, you know-- Well one, let me back up just a little bit. With the targeted review, one of the, I guess, points that we made for everyone is that we were going to look at the seven conditions within 1307. And then, also, that it was going to be, as you said, very targeted and very focused review. And so, those seven conditions, you know you mentioned three of them, deficiencies, school readiness, and then CLASS. And we'll get back to CLASS here in a second. Because I'm sure we want to talk a little bit about CLASS. But also, the other four that are conditions within 1307 would be revocation of license, suspension by OHS, debarment, and then, also, determination from a audit of being a going concern. And so, for those four items, for those four conditions, how will we be, kind of, ensuring that none of those conditions were met?

Adia: You know, the Office of Head Start really tracks a lot of those different conditions. So we have a office that actually tracks the going concerns. So we have offices that look to see whether or not a program has had a revoked license. So all of those conditions are actually looked at as a part of different mechanisms at OHS. The three that we're talking about here are the ones that we actually do as part of the monitoring review.

Robert: Very good. Excellent. And then, for CLASS, all of you know that I've really expressed over the past year in all of our calls that we are only going to be looking at-- the thresholds. And so, really just meeting the thresholds for emotional support, classroom organization, and structural support.

Adia: That's right, Bob. So the CLASS review that you get as part of your reevaluation will look very similar to the ones that we did on the triennial review. We have reliable reviewers who we actually do three things for them to make sure that they're actually reliable. So they go through the first thing where they get the CLASS certification. The next thing is that they are all calibrated to make sure that they continue to stay reliable. And then, the third thing is that they're all dual-coded. So you get those types of reviewers that come out to do your reevaluation CLASS review, the same as on a triennial review. This is really important for grantees to know that the CLASS reviewers that will be doing this are reliable. It's high stakes, and we want to make sure that we have the right people to do it. The other thing is that, during that CLASS observation, we'll actually be taking a sample of your program. The sample will be very similar to the one that you saw during your triennial review. We will look at your, the total number of centers and classrooms that you have, and do a generalizable sample as we did in the past. So it's really important for you to make sure that all of your information is up-to-date. And we'll talk about that a little later as it relates to the CLASS review.

Robert: Excellent. So just to reiterate and just so that everyone remembers, we're looking at the thresholds, so for emotional support, a score of four; classroom organization, a score of three; and instructional support, a score of two; not the lowest 10 percent.

Adia: That's right.

Robert: Correct?

Adia: Mm-hmm.

Robert: Okay. Great. Thank you. So some of the logistics for the reevaluation process. We've already many of you have already started receiving your 30-days letter from from Danya, from us, explaining that the reevaluation would take place. And actually, we start the reevaluations the week of October 20.

Adia: We do. And those reevaluations will be-- they are very compact. So when we say it's going to be a targeted protocol, it's actually a very targeted review process. So you can expect that your review is going to be about two days. And during that review, we'll have three people on site, at the most, unless you're a really large grantee. And then, we'll add reviewers to make sure that we can cover all the centers and classrooms in your sample. But, for the most part, you have a review team leader. And that team leader will be someone, for the first cohort, who is from AIAN. Someone from your staff, is that right, Bob?

Robert: Correct, yep.

Adia: So it will be an AIAN program specialist. The second person will be a CLASS reviewer. And that person will be there to actually perform CLASS, Okay? And the third person will be a child health and safety reviewer.

Robert: Very good. So, so please know, you know, it's approximately two days. And we're hoping that the majority of the reviews are going to last two days. But for the larger programs, as Adia stated, and it may be a little bit longer.

Adia: It may be a little longer. And, sometimes, we may run into a situation where we have to keep a CLASS reviewer a little longer if they don't cover a review. It's not typical, but if it happens, that CLASS reviewer will call back to Danya International to make sure that we can cover your complete sample.

Robert: Right. Very good. So, for the reevalut- Can we go back there?

Adia: Oh, maybe we could. Yeah, we did.

Robert: Where we at? Okay. Yeah.

[Laughter]

Adia: We're back.

Robert: So, so as Adia stated, you know, typically we have the AIAN programs specialist will lead the, the review team. I swear we skipped a slide. Maybe not.

Adia: We did.

[Laughter] We just said this on the last slide.

Robert: All right, thank you. Thank you. Okay.

Adia: We can actually skip this one.

Robert: Let's skip that one.

Adia: Move onto the next one. How about that?

Robert: Just, just one quick--one quick note on logistics, as--What I--and I know we'll cover this a little bit more later. But I really want to make sure that all of you understand that along with your RTL, along with the regional planner, and also your program specialist, we're trying to gather as much data as possible prior to coming out to your program. We want to make sure that we have all the information about your program, all the information within HSES-- and the Head Start Enterprise System has been updated just so that when we get on site, we're able to start the review process and really work hand-in-hand with, with, with the programs.

Adia: And from what I understand, Bob, some of your teams, some of your teams are actually already calling their grantees and starting to gather that information. Is that correct?

Robert: Correct. Yeah, the, the team's calling. And I'm also calling the directors to just make sure that they're ready, you all are ready. And all of the directors that I've spoken with, Adia, so far they're excited about getting the reevaluation completed. And they're ready. And they're set to go and very confident.

Adia: I'm glad. I mean, I think that's really good. And the best thing that a grantee can do is make sure that they have all the information up front. So we can get the best picture of you or your grantees when we come on site. That's what we want to do.

Robert: Right. Thank you.

Adia: So here we are. Back to the protocol. Would you like me to talk about the protocol?

Robert: Sure, go ahead.

Adia: Not a problem.

[Laughter]

So for the AIAN protocol, we developed a instrument that's specifically for this process. And in that instrument, we have a data gathering instrument. It's pretty short. But it covers a lot of good things. So a lot of the things that, a lot of the things that we'll be looking at are some governance issues, some health and safety things. They're all pretty straightforward, standard issues. And that instrument is going

to be con--used the same way that we use the regular protocol. So we'll do interviews. We'll do some observations. We'll do some document reviews. So be prepared for that to happen in a very short span of time. So remember, we're going to be there for two days. It's important for you to prep up for this. You now have the protocol in hand. You can see what we're looking for. So make sure that all of your information is ready and available for your review team.

Robert: And so, Adia, the protocol size-- you know, we look at the, the regular monitoring protocol that, that you and Ross just finished covering. Few hundred pages.

Adia: A few hundred pages. Yeah.

Robert: And the reevaluation tool?

Adia: Maybe seven or eight.

[Laughter]

Robert: It's a little bit more. It's about 17 pages. And it's twice that amount.

Adia: It's twice that amount. Bob, is this a trick question? [Laughter] Bob, you know, I'm used to dealing with the regular protocol, which is about 135 pages.

Robert: Okay, bigger.

Adia: So it's a huge protocol. And so, when I look at the, the reevaluation tool that we developed for AIAN, to me it looks like seven pages.

Robert: Right. Right. Right.

Adia: But it's about 17 to 20 pages. You'll see it on ECLKC. And you'll be able to actually go through it, see what all the interviews are going to be, know what all the document reviews are going to be. It's pretty clear and straightforward what you need to look at in that tool.

Robert: Right, and, Adia, many of the programs that have already received their 30 day letters, also Danya also forwarded the protocol. And so many of the programs, you know, that already received their letters, we wanted to make sure that they knew up front exactly, you know, what they were being reviewed for.

Adia: Right. The idea here is be prepared, be prepared, be prepared. It's a reevaluation. We want to see where you are. We want to see how you're doing. We want to make sure that you didn't meet any of the seven conditions. So we want to make sure that you're prepared. And so we're giving you all the tools to make sure that that can happen.

Robert: Very good.

Adia: So the reevaluation tool, as I said, here's the content of it. When you see the tool you see that it has several areas that we want to cover. Pretty important stuff. So we want to make sure that you have

a program governance. Right off the bat that's a really important thing for all Head Start programs. It's the backbone of a Head Start program. If most programs that don't do well or do not have good performance usually have problems with governance. In AIAN programs, we recognize that this is a government-to-government relationship. But we want to make sure that your tribal councils and your policy councils are just as involved in your program, or as involved as they need to be to make sure that you don't fall into a category where you need to, where you don't pass the reevaluation. So please make sure that you look at the things that we're-- we want to know if governance--if governing bodies are doing in your program. The other thing that we want to look at is management systems. These are also a cornerstone of all Head Start programs. So management systems are very important. We want to look at your programs and make sure that you have a couple of things in place. Ongoing monitoring is probably our number one item. So you want to make sure that ongoing monitoring is in place, that it's actually functioning. And the review teams will be looking at ongoing monitoring and asking you questions to ensure that you have a very strong system.

This will help make sure that you stay out of trouble. The other thing is ERSEA. We want to make sure that all the children in your program are eligible and that you have all the signed statements. This is important. This is one of the ways that we help find out whether or not you do a good job of record keeping, and whether or not you're serving the people in your community that need to be served. And finally, a big chunk of the reevaluation protocol is about child health and safety. We understand that this is a cornerstone of, of Head Start programs, along with the top items that I mentioned. But these are very important. Because this is the item that really gets programs into trouble. We see the most of our, most of our immediate deficiencies here. We also see that children are left unsupervised here. So we want to make sure that programs are not continuing to have systems that do that, and that their programs continue to be safe for children. And finally, we want to ensure that your kids are ready for school. So school readiness is a part of the protocol. And the teams will be coming in to take a look to see, how are you doing with school readiness? Are you actually analyzing your goals? Are you doing it three times a year? All of those things are very important.

And so, as you think about reevaluation, make sure that for these areas, you ensure that all of these systems are in place, and it is actually a functioning part of your Head Start program.

Robert: And I think, Adia on all of the, the kind of, the, the content area, and the key indicators-- throughout this past year, FHI 360, who's our T/TA provider, and then also, National Center for Quality Teaching and Learning, we've been working hand-in-hand, not only with the programs, with the program specialists, and ensuring that the T/TA is covering all of these indicators. And especially within the plans to improve quality, we ensured that all of the, kind of, it's like a T/TA, you know, big plan, a power plan. And all of the T/TA has been provided. We've been going over the plans to improve quality. FHI and National Center for Quality Teaching and Learning really has done an outstanding job of getting out and, hopefully, meeting all of the grantee's needs.

Adia: All right. That sounds cool. And you know what? I think if grantees get these pieces in place, we're pretty sure that they have a strong Head Start program. These are the things that really make a

difference. And so we want to make sure that, as we're reevaluating programs--for whatever reason they fell into DRS-- that they have very strong systems that keep them out of DRS in the future.

Robert: But I think the big point there is, really, you know, we emphasized the days of just using duct tape to fix things, it's over. We have to build our systems. We have to build a capacity to ensure that the programs can move forward.

Adia: Okay, awesome.

Robert: So-- So, the AIAN grantee staff are requested to provide timely and accurate data during the planning calls. And really, that comes down to that HSES data. We want to ensure that all the program options are current, classroom and center names, funded enrollment, contact information, tribal leadership. We need to ensure all of this information is current and up-to-date within HSES. And again, that gets back to just the planning piece. And just to ensure that when we're on site, we're able to move forward. ,280

Adia: I think so.

Robert: All the pre-planning—

Adia: Yeah, and you know, a lot of people struggle a little bit with HSES. They put their centers in twice. Or they forget a center. Or they put in too many classrooms. Or they have a classroom that's in the p.m. and the a.m.. It's really critical that grantees don't make that mistake, especially in the year when they're going to either have a reevaluation visit or a regular monitoring visit. I think grantees should go back--if you're on the list and it's your time, check HSES. Make sure everything is right. Make sure there's not any duplicates. Because this helps us get the best picture of your grantee. If it's not in there correctly, we can't do our jobs for you.

Robert: Right. Exactly. And I think, also, just ensure that you're working closely with your program specialist. I mean, they're there to assist you all. They're accountable. We're accountable. We want to make sure that we're providing all the assistance necessary. And if we need to assist you all looking at HSES, please let us know. Please let your program specialist know. They're all on, you know, kind of high alert. And they're ready to assist you all. And I think it's going to be just, really, a smooth process.

Adia: I think so. The other thing that grantees need to think about is their tracking systems. For the reevaluation tool, when we come in, we're going to be looking to see whether or not your children have gotten their 45-day screenings, and whether or not you've obtained the child health status in 90 days. And the way we're going to be doing that is we're going to be looking at your tracking systems. o if you have good tracking systems, let us know. If you have tracking systems that need a little bit more help and some more support, let us know that, too. Because then we can make a decision between whether or not we look at your child files, or whether or not we look at your tracking system. And we'll do a little bit of both during your reevaluation visit. But if your tracking system is pretty strong, then that's when we'll get most of our answers.

Robert: Very good. Thank you. Okay, also, you know, we're looking for classroom locations, directions, distance-- and make us more efficient when we're on site-- where your child file is located, et cetera; classroom details, if they're open, if their closed; if you're going to have any substitute teachers; or if there's any major events. Many times in our communities there's cultural events that are occurring. And I know several, several of you have already submitted your availability calendar of when you're available. Please just ensure that if anything changes, please let us know immediately, and so that we can work with you all. But again, I think as long as we're organized and you all are planning appropriately with your program specialist--and, of course, you're still receiving T/TA-- I believe that the process is just going to be great.

Adia: And I know a lot of the AIAN programs got a lot of CLASS TA this year, especially the ones who are in designation renewal and needed to be reevaluated. And I just want to let programs know, give yourself a fair shot. Don't do too many things that change up your schedule at the last minute. Because that leaves the team without the ability to get a fair view of who you are. And you want the team to get the most accurate and the most fair review of your AIAN program. That means if you have a cultural event, let us know that way in advance. Don't let us know when the team shows up on site. Because then we can't really get a fair and accurate picture of you. So I just want to let, you know-- we said this on the last call. Just try not to, try to make changes towards your review.

Robert: Right. Right. Very good. Okay, so upon the team arrival, the AIAN grantees are requested to make child in a central location. And so, that's really looking at, kind of, your central office. Many of our programs have several centers that are kind of a good distance away from the central office. So if you have one main office and many centers, we're going to ask that the child and staff files are available at the central office. And then, tag relevant information in child and staff files. That will make it easier for the reviewers to go through, whether it be the CHS or the RTL.

Adia: And guess what? Tagging the files ahead of time will also make you aware of if there's anything missing in them. So it's a good idea to do that.

Robert: Yep, exactly. And then, also make staff available to the team during the file review. I mean, really, if you have a staff person who's maybe responsible for the child files or for the staff files, having them available and sitting down with the RTL-- because that's the person most likely who will be reviewing the files-- sitting down with the RTL, going through the files, it's going to be more efficient. And we're going to be able to complete the review in a timely manner.

Adia: Right. And we also get to see what you see. A lot of times, the way that you set up your files, or the way that you organize your tracking system, it really fits how you do it. But we send in reviewers from many different places. The idea is that they see what you see. And so if you sit down with them, you can clearly walk them through your files, or clearly walk them through your tracking system, and make sure that all of the information is there and available.

Robert: Very good. Thank you. Okay, so at the end of the process, you're going to, of course, you know, after all the evidence is gathered, the information will be brought to OHS. And all the information will be reviewed. If any of the conditions are met, then the program will re-compete the program. Our goal, of

course, as I've told all of you, is that my goal is 49 out of 49 pass, and we get through it. So really, at the end of this, we will know, out of the 49 programs, who did not meet any of the conditions, or the programs that did meet the conditions. And so you will receive a letter, you know, indicating, from Yvette, whether or not you did hit a condition or did not hit a condition. And then, if you did meet a condition, the program will go into re-competition. And we'll have further discussions on that process later. But again, my goal--and I know all of us, including Yvette--is really to have all of you get through the reevaluation successfully and to provide five-year grant awards.

Adia: Right. And I think if you follow all the steps that we indicated during this call, you have a high likelihood of success. Make sure that you're prepared. Make sure that HSES is clearly updated with all of your data. Don't make too many changes prior to the time of your review. Be available. It's all about, know the protocol, know the reevaluation tool. I think all of those things will really help every grantee to be successful in the reevaluation process. Preparation is the key in this instance. And I think that I wish you all the best.

Robert: And I think just one quick note before we go to questions, Adia, is that, you know, many of the directors that I've spoken with that have received their letters already have actually started going through the monitoring protocol with their staff and kind of, making sure that, okay, all the hard work that we put in this past year, you know, do we have everything in place? And I think it's key. I think that the programs all have the monitoring tool. And I think the more that we review it, understand it, look at our child files, look at our staff files, and look at our centers-- walking through your center. Have someone else walk through your center. And really do an evaluation of your center to ensure that it's safe for the children and families that come there.

Adia: I think the most interesting part about reevaluation is, at the end of the day, it's not just about the tool, or it's not just about passing the reevaluation visit. It's really about making sure that all the programs that serve our children really are meeting the promise of Head Start. And I know in the AIAN community, I've been around for a little while. I've gotten to participate and have been happy to do so. I know every AIAN program cares about their children. And I know that they want to have the best programs in the country. And so reevaluation, although it may be a little painful to think about that you had to go through this process, it's a good thing. It gives you an opportunity to think about your programs. It gives you an opportunity to strengthen your systems. It gives you an opportunity to do some pretty cool things, to get a lot of technical assistance. And so I think that this process, although it may be a little bit painful, may help programs really come up to that next level.

Robert: Right. And even some of my friends that I've known for a long, long time, even they have said at the very beginning, "Bob, I don't understand why I'm in this?" You know, but now, speaking with them, you know, they've really, you know, come to understand and really-- kind of, I believe--grew. And we stressed about building that capacity and sustainability. And I believe that many of the programs, that's a success, you know, that's really a success, is all that T/TA received, and understanding, how do we build a system?

Adia: I like your, I like your description that you said earlier. It's not about just putting on the duct tape, or about putting on the Bandaid. It's about really digging in and making sure that all programs, all AIAN programs have a really strong foundation for Head Start. And I think that's a good thing.

Robert: Yep, exactly. Exactly. So we do have a few questions. "Will today's PowerPoint presentation be available?"

Adia: Yes, it will, right away. [Laughter] Shortly after we end this session, we post the PowerPoint presentation on ECLKC. And you'll find it there.

Robert: Okay. Another question that came in is, "Why does grantee staff need to be available to assist with tracking and file reviews?" And, as I mentioned, we really want to make sure that, we're there for a short amount of time. We need to be efficient, using our time efficiently. So please make sure that your, your staff are available for, you know, the two days, especially going through those files. It's going to take a lot of work in the two days. And so, I'm really just--it's just going to make everyone's life much easier if we're sitting down.

Adia: And you know, one of things I always say is, who knows your files better than you do? Nobody. So you know the files the best. And so to have you sit down with the reviewer and go through each one of the files, it makes a lot of sense. When they can't find a piece of information, where they don't really understand something, you're there to point it out. You're there to help them see, oh, this information really is here! Or to tell them where they can find it if it's not. So it's an important thing to have your staff be there.

Robert: So really, they could just walk them right through the file.

Adia: I think so. Yep.

Robert: Excellent. Okay, Adia, "How much time should be set aside for our staff?"

Adia: I'm not sure I understand the question, but I'll try to answer it. [Laughter] So how much time should be set aside for your staff? Well, the team is going to be there for two days. And so, you probably want to make sure that your staff is available for those two days. You know, have them be on the ready. Because I think that it's just helpful to you. It's helpful to the review team. We can be in your hair and out of it before you even know it.

Robert: Right. Right. Right. You won't be in my hair, but you know. [Laughter] Okay, "Can you elaborate a bit more on the Environmental Scan Observation Box?" And so I think, Adia, you did such a great job on the last for the monitoring-- because I loved the senses.

Adia: Oh, did you like the senses?

Robert: Yes, I did.

Adia: Oh, I'll do it again. So we added an Environmental Scan Box this year to help the reviewers really take a better look at your program. And so we're asking reviewers for, when they walk into an

environment, to use their eyes, their ears, and their nose to make sure that they see, hear, and they understand everything about that environment and how it feels to children before they start to do the checklist. Once they do the environmental scan, they'll write some notes about what is their overall impression of the environment. And then, they'll complete the checklist. So it gives us two views. It gives us a very consistent view through the checklist. And it also gives us an environment view through the lens of the reviewer.

Robert: So then, environmental scan observation will be one of the methods and evidence collection.

Adia: Yeah, it's one of the evidence collection methods. The checklist is the most important, because that's the consistent thing that they go through. But the environmental scan gives us an opportunity to see what the reviewer sees when they're on site.

Robert: Very good. Very Good. Any closing remarks before I close this out, Adia? We don't have any more questions.

Adia: Well, we should wait a little bit. Because sometimes, Bob, we have a person that brings them in. And they might bring us a couple more, you never know.

Robert: All right.

Adia: This might be an exciting day.

Robert: They actually just walked in.

Adia: Did they just walk in?

Robert: Yeah.

Adia: Oh, did they give us a note?

Robert: Yeah, they said, there's no more questions.

Adia: Oh, so sad. [Laughter] I would love there to be more. Well, if you have other questions, Bob is always at the ready to answer your questions and calls anytime. So, Bob, I guess you can close it out.

Robert: All right. Thank you, Adia. So, I really want to thank all of you for spending your time with us today. And thank you, Adia—

Adia: You're welcome.

Robert:--for all of your hard work. We've really been working hard for the past year trying to ensure that the reevaluation protocol, and all of the steps leading up October 20, are really sound. And I want to thank all of you for all of the work that you're doing with our programs. You spent so much time, I think, building that capacity and sustainability over the past year. We couldn't ask for anything more out of all of you. And I know, I'd like to just, also, throw out a thank you to FHI 360 and also the National Center for Quality Teaching and Learning for all the work that they've done with all of our grantees. And, but

most importantly about that enhanced T/TA for, for you all-- and also the program specialists. They've been working very diligently in ensuring that you all are receiving all of the information that you need to successfully complete the reevaluation protocol. So thank you all very much. Please know that, as I've told all of you, I'm ready and available at any time. My door is always open. Please call me or email me with any questions that you have. And we will ensure that we're working with you all closely. And I really appreciate all your time. And good luck starting October 20 and beyond. And I know that it will be successful. And thank you all very much. Have a great day.

Adia: Have a great day.

[End of video]